

INTERNATIONAL BACCALAUREATE DIPLOMA CAS HANDBOOK

For Students

(from July 2015 on)



Linz International School Auhof (LISA)
Member of the International Baccalaureate Organisation (IBO)

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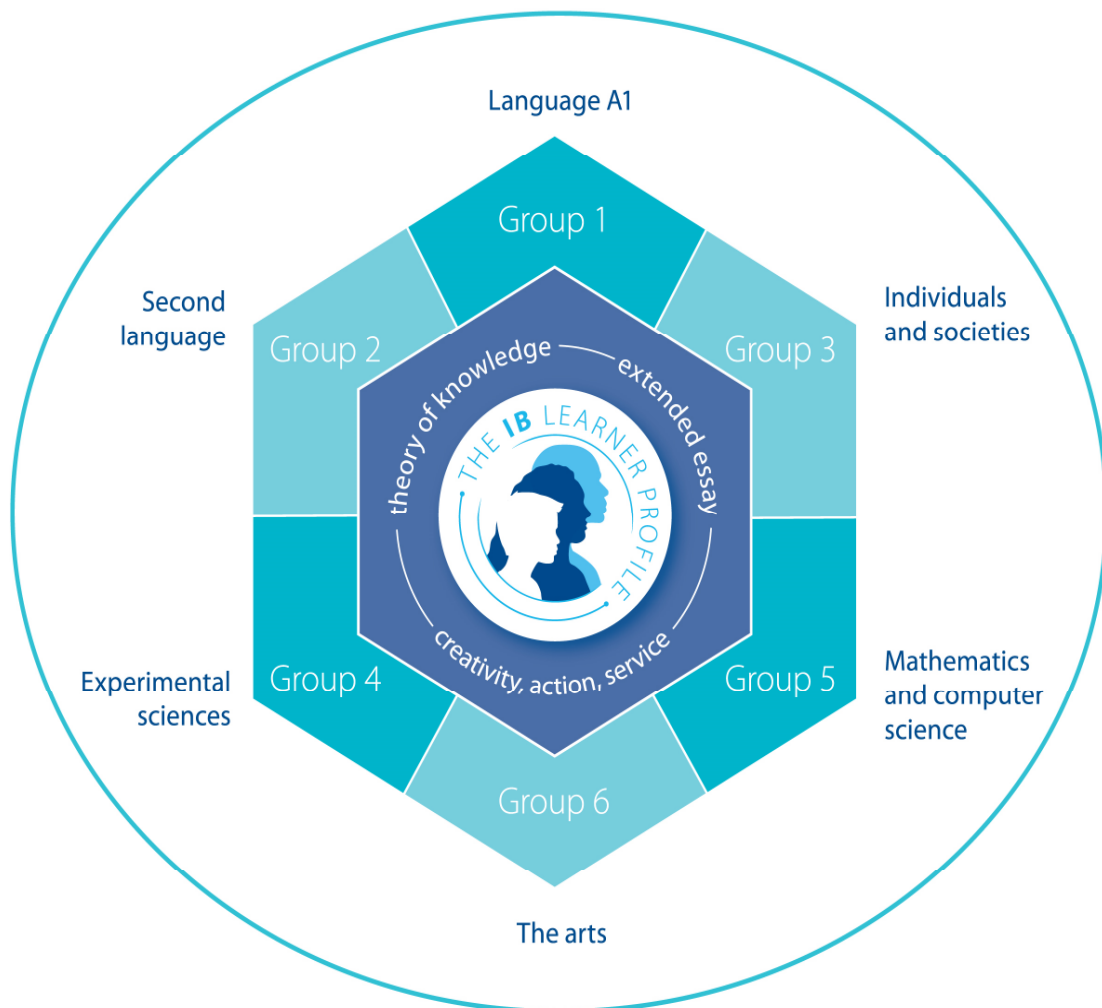
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MISSION STATEMENT

The International Baccalaureate Organization aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.



The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

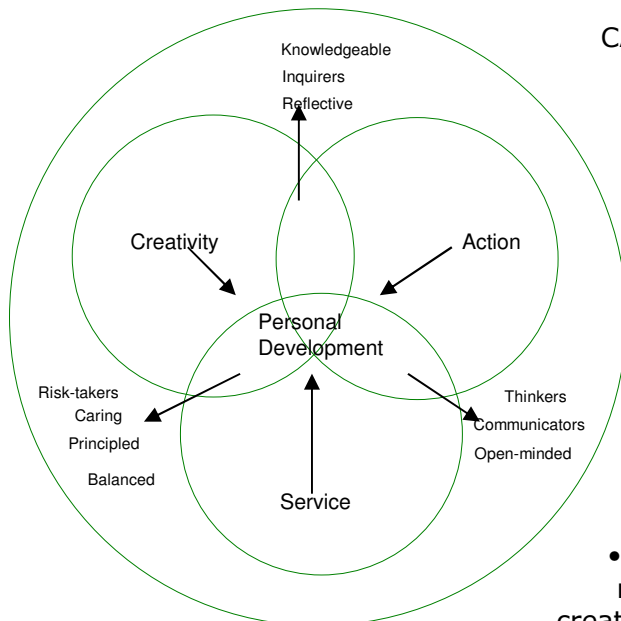
IB Learner profile booklet (March 2006)

Creativity

Action

Service

The Aims of CAS



CAS aims to develop students who are:

- reflective thinkers – they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- willing to accept new challenges and new roles
- aware of themselves as members of communities with responsibilities towards each other and the environment
- active participants in sustained, collaborative projects
- balanced – they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences

What Is CAS?

Creativity, action, service (CAS) should involve:

- real purposeful activities, with significant outcomes
- personal challenge – tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning

The emphasis is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time.

The most meaningful CAS experience comes from spending time with others to build relationships and develop the self-worth of both server and served. In the design and construction of your CAS schedules you are reminded of the equal importance of all three areas **CREATIVITY, ACTION, SERVICE**. There must be a balance between the three. Appropriate activities might include:

- physical assistance to the elderly
- helping with rehabilitation at the local hospital
- establishing and coaching a sports team (for disadvantaged children)
- establishing and leading a music ensemble for visually impaired people
- involvement in a theatrical production to which children are invited
- environmental restoration and protection

Activities should be undertaken gradually, be appropriately adapted to the circumstances and take into account your aptitudes and preferences. Do not seek activities that will shock you as this would be counter-productive to the educational aims of CAS. Your activities should be rewarding and enrich all involved. When well carried out, your CAS experience should build your self-esteem, self-confidence and self-reliance.

Successful completion of CAS is a requirement for the award of the IB Diploma.

CREATIVITY

This aspect of CAS is interpreted as imaginatively as possible to cover a wide range of arts and other activities **outside the normal IB-curriculum**, which include creative thinking in the design and carrying out of service projects. This could involve doing dance, theatre, music, or it could involve taking on a leadership role and designing a service project. You should try to be involved in-group activities, and especially in new roles, wherever possible; however, individual commitment to learning an art form **IS** allowed, where it respects the requirements for all CAS activities: that goals are set, and you reflect on progress

ACTION

This aspect of CAS can include participation in expeditions, individual and team sports, and physical activities **outside of the normal IB-curriculum**; it also includes physical activity involved in carrying out creative and service projects. Action may involve participation in sport or other activities requiring physical exertion – such as expeditions, camping trips, or digging trenches for water, etc. Again, you are encouraged towards group and team activities, and undertaking new roles, but an individual commitment is acceptable where the general requirements of CAS are met: that goals are set, and you reflect on progress

Incorporating the service element can enhance both creativity and action. For example, if you become involved in the arts or physical activities you might consider coaching young children or seniors in residential homes.

SERVICE

Service involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, the local district, or it may exist on national and international levels (such as undertaking projects of assistance in a developing country). Service activities should not only involve doing things **for** others but also doing things **with** others and developing a real commitment with them. The relationship should therefore show respect for the dignity and self-respect of others.

What Is NOT CAS?

CAS is not a points-scoring exercise. It should be an interesting variety of activities that you find intrinsically worthwhile and rewarding, and which is mutually beneficial to you and to your community. Generally, CAS is not taking place when you are in a passive rather than an active role. There should be *interaction*. If you are passive, nothing of real value, either for you or for other people, results from what you are doing, and no real reflection is possible. Examples of activities, which at first sight would appear to be inappropriate, are listed below.

- any class, activity or project that is already part of the Diploma Program
- any activity for personal reward, financial or benefit-in-kind
- simple, tedious and repetitive work
- a passive pursuit, e.g. museum, theatre, exhibition, concert visits
- part of family or religious duty
- work experience that only benefits the student
- fundraising with no clearly defined end in sight
- an activity where there is no responsible adult on site to evaluate your performance
- activities that cause division amongst different groups in the community
- working in an old people's or children's home when you:
 - have no idea of how the home operates
 - are just making sandwiches
 - have no contact at all with the old people or children
 - actually do no service for other people

(The above example can be applied to many other activities purporting to be CAS)

Learning outcomes—THIS IS VERY IMPORTANT. THIS IS THE HEART OF YOUR PROGRAM. THIS IS WHAT YOU HAVE TO DEMONSTRATE.

Learning outcomes are differentiated from assessment objectives because they are not rated on a scale. The completion decision for the school in relation to each student is, simply, “Have these outcomes been achieved?”

As a result of their CAS experiences as a whole, including their reflections, there should be evidence that students have:

Outcome 1:

- **increase your awareness of your strengths and areas for growth**

You are an individual with various skills and abilities, some more developed than others. You can make choices about how to move forward.

Outcome 2:

- **undertaken new challenges**

A new challenge may be an unfamiliar activity, or an extension to an existing one.

Identify new challenges that you would like to take on. Reflect on these challenges from creative, active and service perspectives.

Outcome 3:

- **planned and initiated activities**

Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example ongoing school activities in the local community, as well as in small student-led activities.

Outcome 4:

- **worked collaboratively with others**

Collaboration can be shown in many activities, such as team sports, playing music in a band, or helping in a kindergarten. **At least one project must involve collaboration and integrate at least two of creativity, action and service and be of significant duration (“Long-term-project”).**

Outcome 5:

- **shown perseverance and commitment on your activities**

A student needs to attend regularly and accept a share of the responsibility for dealing with problems that arise in the course of activities.

Outcome 6:

- **engaged with issues of global importance**

You are required to act on at least one issue of global significance. This activity may be an international project, but there are many global issues that can be acted on locally or nationally (for example, environmental concerns).

Outcome 7:

- **considered the ethical implications of your actions**

Ethical decisions arise in almost any CAS activity. Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisors.

All seven outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but **completion requires only that there is some evidence for every outcome.**

CAS and ethical education

There are many definitions of ethical education. The more interesting ones acknowledge that it involves more than simply “learning about ethics.” Meaningful ethical education - the development of ethical beings – happens, only people’s feelings and behavior change, as well as their ideas.

Because it involves real activities with significant outcomes, CAS provides a major opportunity for ethical education, understood as involving principles, attitudes and behavior. The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile. Various ethical issues will arise naturally in the course of CAS activities, and may be experienced as challenges to a student’s ideas, instinctive responses or ways of behaving (for example, towards other people). In the context of CAS, schools have a specific responsibility to support students’ personal growth as they think, feel and act their way through ethical issues.

Steps to Success in CAS - Your Responsibilities

Pre-planning

You must self-review at the beginning of your CAS experience and set personal goals for what you hope to achieve through your CAS programme. This will involve identifying your interests, strengths, weaknesses, and resources. (Complete questionnaires and forms provided to you during meetings or homeroom time)

Create your CAS Plan

You must take part in a range of activities, including at least one project, some of which you initiated yourself. You should take part in activities that involve you in the school community, local community, national community, and the international community. You should plan on spending half a day at school week (three to four hours per week) or approximately 150 hours in total, with a reasonable balance between creativity, action and service.

Carry out your CAS Plan

You must plan your activities, carry them out, and reflect on what you have learned.

All activities must be pre-approved by the CAS Coordinator before you start an activity. If your preferred activity qualifies as a CAS activity complete the Activity Proposal Form and return it to the CAS coordinator for approval. You will receive notification of approval within one week. Remember, CAS activities should continue on a regular basis for as long as possible throughout the program.

Recording and Reporting

You must keep records of your activities and achievements, including a list of the principal activities undertaken and take photos whenever possible. You will be meeting with your CAS advisor for at least one interim review of your progress and again for a final review. You must provide evidence of your achievement of the eight CAS learning outcomes, (see page 6). This evidence can be in a variety of forms. You can make scrapbooks, photo essays, videos/DVDs or just standard written reflections. Evidence and reflections can be stored electronically.

Reflections

You must reflect on your CAS experiences. Experiential learning is at the heart of CAS. Experiential learning involves much more than just planning and carrying out the activity itself. It also involves personal observation and reflection of your feelings and

interactions, analysis of your perceptions, identifying your achievements, outstanding issues, personal strengths and challenges, evaluating your actions and thinking about your new understandings. During the project, you should note down your feelings, thoughts, and observations you have made. Once you have completed your meaningful reflections you should then apply this learning to the next activity or situation.

Reflections may not come naturally to you. To help you get started you should consider the following key questions:

- What did I plan to do?
- What did I do?
- What were the outcomes, for me, the team I was working with, and others?

Other questions to ask would be:

- How successful was I in achieving my goals? What difficulties did I encounter and how did I overcome them?
- What did I learn about myself and others through this activity/project? What abilities, attitudes and values have I developed?
- Did anyone help me to think about my learning during this activity/project? If so, who helped and how did they help?
- How did this activity/project benefit others?
- Did I maintain full attendance? How many sessions have I missed? Was I punctual? How would I summarize my effort and commitment?
- What might I do differently next time to improve?
- How can I apply what I have learned in other life situations?
- What have I learned about development issues that are evident in our local community? How do I feel about this? What are my views on these issues? What have I done to address these issues?

Reflect at the end of each activity, or after every 10-20 hours for longer-running activities. A longer activity could require more than 1 reflection. Reflections are a huge part of CAS and you will learn how to do it and how to improve.

Examples of good reflections

(from the International School of Panama)

Volunteer at the Minneapolis Children's Hospital – Service

"... The children were very open in accepting me. They were always the ones who made this brief interaction between two strangers seem comfortable. Through the compassion I constantly saw in these very sick children I was exposed to an amazing outlook on life. One of the false assumptions I made about working at Children's was that as a result of my work I would feel good about myself for giving my time to these children. In fact, I did feel good about myself but it was not because of what I had given. Instead it was the children who gave to me. From them I learned how positive and selfless people can be... "

Volunteer at Walker Methodist Centre – Service

"I have seen first-hand the harshness of the aging process. People who were once vibrant, bustling human beings are now confined and subdued by their deteriorating health. Jane has Parkinson's Disease and is inhibited by her soft speech and inability to use her hands. I know from the time we have spent together that she has so much to say and many interests, but is slowed and sometimes stopped by her illness. Anne's

only disease is effects of time and how it has affected her memory and hearing. Although she always recognizes me, Anne does not remember my name or hear much of what people say to her. As time went by, I began to realize that they had wonderful lives. Both have successful and large families, with interesting experiences throughout their lives. Now they are slowed down, but maybe because its time for them to rest. I have learned a lot from them, about many things, but mostly about how to live with what you are given... I hope when I am their age and in their situation like theirs that I can have their attitude – life is what it is and the best thing to do is accept it and be happy.”

Writing poetry –Creative

“For the past two years I have kept a journal of poetry and stream of consciousness pieces that I have written. It now contains about 30 works. I write in it rather sporadically, either as ideas come to me that I feel would make good poems, or I feel the need to vent my emotion on paper. I have shown this journal to certain teachers and friends, and I have submitted several of them to *Mosaic*. For me this journal is a way to stay sane, sort of catharsis for my soul. By writing poetry about situations that I am in I can think through my options and how best to deal with them. Similarly, it helps me to understand better what I am feeling. And if someone else can benefit from my writing through *Mosaic*, all the better. After all, art is not only beneficial for the artist, but also for the observer of that art.”

Service Activity

“As one of my service activities I wanted to help an elderly person as I realized that their problems are sometimes neglected or forgotten. That is why I turned to an environmental nurse so that she could find a person in need of help and willing to be helped. I stayed in contact with the nurse and after a while she gave me the name and address of an old lady whom she described as lonely and having problems with walking. I was happy that I found the opportunity to offer my help to a person in need.

On one day the nurse and I visited the elderly lady in her flat. Beforehand, the nurse informed me that the lady used to work physically and retired early (at the age of 45 due to health problems). I got acquainted with her and from that day on I started visiting her regularly once a week.

I went for walks with the lady and every week we went shopping to the nearest supermarket. However, the most important task turned out to be far more difficult than I had expected. I made the greatest effort to make the woman cheerful, to create a friendly warm atmosphere, but I noticed how reserved and depressed she was. She mentioned the fact that she had been lonely for a long time and it stuck in my memory. It made me realize how loneliness affects human psyche. At the beginning I found it very difficult to make her smile, because she was only saying how miserable her life was and complained about the problems that she faced. I tried to show my understanding and convince her that life is worth living regardless of the difficulties one faces, but it seemed to me that it did not speak to her. Sometimes I wondered if my visits and help were bringing her anything good. Surprisingly, as time was passing by and we came to know each other better, I noticed a change in her and a change in the character of our interaction. I was very happy when on one day she confessed to me how grateful she was for my help. The activity gave me fulfillment and made me conceive how serious is the problem of loneliness in life and I realized the importance of attention that needs to be paid to lonely people.”

Examples of poor reflection

"Today I got to the nursing home at 2:00. Talked to some ladies. Passed out popcorn at the movie. Went home at 4:00. When you volunteer at the nursing home, the residents really make you feel appreciated. It makes it all worthwhile."

Whether it was for a long period or short, this student reflecting on their social service missed the point. This student was surrounded by human drama. On every side were loneliness, love, struggle, joy, death, dignity, injustice, need and concern. There were more than a dozen health-related, trades-related, professional-related careers to observe and experiment with. There were people with wisdom to draw upon and pains to ease. From their observations and reflections, these students experienced nothing.

It's not supposed to be that way. People can learn from experience. In fact, it is not only a possibility but also a necessity. Aldous Huxley says, "Experience is not what happens to a person; it is what a person does with what happens to him or her."

A necessary part of turning what you experience into what you know is reflection – time to sit down and consider:

- What you saw and didn't see
- Who needed you and why you were there?
- What did you learn and what did you teach?

Reflection involves observation, asking questions, putting facts, ideas and experiences together to come up with new meaning. Reflection on experience can give you the following abilities:

Taking charge: Being able to learn from experience gives us the power to influence the meaning and impact of things that we do or that happen to us.

Increasing your problem solving ability: Being able to analyze problems, generate alternatives, and anticipate consequences are critical skills.

Power to assess your personal impact: Ongoing reflection helps reveal and even determine what personal changes are occurring in self-image, new skills, and ideas about a career. It can give you the self-confidence to take on a bigger project or to use more of your skills.

It will be through your reflections that you will learn from what you are doing, and we will know whether:

- your attitudes and values were able to transcend race, class, religion, age, gender, and politics
- you grew in areas of knowledge and technical abilities, and developed a spirit of discovery and self-reliance
- you made links with the local community and developed longer-term goals
- your academic disciplines were complemented by your real life experience

CAS Requirements and Planning

Requirement one: students must plan and complete a series of CAS activities that are

1. real, purposeful activities, with significant outcomes
2. personally challenging – tasks must extend the student and be achievable in scope and require:
3. thoughtful consideration, such as planning, reviewing progress, reporting
4. reflection on outcomes and personal learning.

All CAS must involve learning.

Requirement two:

CAS Outcomes

As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

***Increased their awareness of their own strengths and areas for growth**

***Undertaken new challenges**

***Planned and initiated activities**

***Worked collaboratively with others**

***Shown perseverance and commitment in their activities**

***Engaged with issues of global importance**

***Considered the ethical implications of their actions**

As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

Requirement three: Students must complete **at least 1Project** that involves collaboration and integrates at least two of creativity, action and service, and is of significant duration.

- longer period of time
- working collaboratively with others
- at least 2 categories

Requirement four: Students must provide proof that they participated as they claim. They may use methods that are outlined in the CAS guide (pictures, newspaper articles, etc.).

Requirement five: Students must reflect on their **individual CAS activities**. For each activity, students should consider the reflective questions and on the CAS recording sheet and questions contained in subsequent handouts. Reflection can be written (journals, blogs, etc.) or done through other methods (scrap books, computer presentations, interview etc.)

Requirement six: Students must reflect on their CAS **program as a whole**. Specifically: **did you meet the personal goals that you set at the beginning of the program**.

Requirement seven: Students must demonstrate an 18-month commitment to CAS and must show evidence that *some* activities were NOT stand-alone, but that *some* activities were significantly involved over a period of time. CAS cannot **just** be a series of one-time projects. CAS cannot be completed in a short time span, then not worked on at all for long spans of time.

Requirement eight: Students must provide **10 sample pages** from their ongoing documentation and a **comprehensive list of all activities**.

Summary and Specific Guidelines

First, it is important that you read the entire CAS guide, take notes, ask questions, and actively engage in the process of owning your CAS program. This is your CAS program: you must develop, execute, and evaluate it. Your ultimate goal is to convince the CAS coordinator that you completed all the requirements outlined in the guide. It is also important that you understand that our CAS program is a constant work in progress, never static, always changing. Just because it has never been done does not mean that it cannot be done. Without your input we will not grow and evolve.

Realize several things about CAS:

1. It is central to the IB hexagon. It is not peripheral; it is not on the outside; it is in the middle. Students tend to consider CAS as this "other thing" that is part of the IB program. Academic work is the foundation that informs CAS, EE, and TOK, but academic learning is only one part of the IB mission and program. CAS is central to this mission
2. CAS is essential for an IB diploma. You cannot receive an IB diploma without successfully completing the CAS program.
3. When we consider whether or not you completed your CAS program, we ask one question: "Did the student meet all of the criteria necessary?" The ultimate evaluation of your CAS work is a simple "yes" or "no."

Check that your reflections are up to date
Take photos, videos and keep your records

Some Potential Activities

Notice there are always overlaps over the three areas.

Creativity

Art/photography gallery
Class websites
Speech and debate
Drama production
Jazz/rock band
LISA journal
Instrument
Preparation for Tutoring
Choreography
Preparation for school events
Choir

Action

Basketball
Marathon
Soccer
Sports event
Swimming
Body & soul
Dancing
Fitness Studio
Physical Ed.

Service

Kindergarden
Library
Boy scouts
LISA festival
Peer Tutoring (to junior students)
Hospital
Any other individual project initiated
by students

See CAS coordinator for more details on the above activities and for other possible activities that you can get involved with.

Forms

On the School homepage

CAS Proposal form

CAS Supervisor Evaluation form

CAS Self Evaluation form

CAS Project Plan

Comprehensive list of CAS Activities

CAS Coordinator's Evaluation Notes (Final form)

This Handbook

IN SUMMARY:

- Complete everything by the deadlines set.
- Compile your CAS Plan.
- Always get your activities approved by the CAS coordinator before you start them.
- Write meaningful reflections.
- Keep all evidence of your CAS learning, take photos, videos.
- Check CAS supervisor regularly.
- Complete the CAS requirement by March in grade 8
- **Talk to your CAS Coordinator if you get into difficulties**

Mag. Andrea Jelinek

CAS Coordinator

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STUDENT NAME.....



CAS PROPOSAL FORM

Copy of form handed to CAS coord supervisor student

Proposed activity _____

Location / Institution / Organisation _____

Contact details

Name:.....

Email:

Telephone:

Frequency (timing, dates...).....

.....

Duration

Which element of CAS does this activity qualify for? C A S

Which learning outcomes will this activity develop?

1. Increase my awareness of my strengths and areas for growth
2. New challenges
3. I will plan and initiate activities
4. I will work collaboratively with others
5. Perseverance and commitment in my activities
6. Engagement with issues of global importance
7. I will consider the ethical implications of my actions

Please justify your choice of activity in your own words:

INTERNATIONAL BACCALAUREATE CAS

ACTIVITY SUPERVISOR EVALUATION FORM

Student Name: _____ **Class of 20** _____

Name of Activity: _____

Date(s) of Activity: _____

Thank you for your leadership of this activity. Please rate the volunteer's performance using an X under the appropriate level.

Vielen Dank, dass Sie diese CAS activity angeleitet und/oder betreut haben. Bitte bewerten Sie den Einsatz der/s Freiwilligen mit einem X, wo es möglich ist.

CRITERIA <i>Kriterien</i>	OUTSTANDING <i>außergewöhnlich</i>	GOOD <i>gut</i>	BELOW AVERAGE <i>Mäßig</i>	NOT OBSERVED <i>Nicht bemerkt</i>
Attendance, Punctuality and time spent on the activity. <i>Anwesenheit, Pünktlichkeit, Zeitaufwand</i>				
Evidence of initiative, planning, organization. <i>Initiative, Planung und Organisation.</i>				
Amount of effort and commitment to the activity. <i>Einsatz und Engagement</i>				
Personal achievement and development, taking into account the student's skills at the start of the activity. <i>Persönliches Wachstum und Entwicklung der/s Studenten/in</i>				

Comments/ Bemerkungen: _____

Supervisor's Name

Phone #

Supervisor's Signature

Date

CAS SELF EVALUATION FORM

NAME _____

ACTIVITY _____

DATE(S) _____

Name of the supervisor:

No. of hours: **Creativity:** _____ **Action:** _____ **Service:** _____ **Total:** _____

BRIEF DESCRIPTION OF THE ACTIVITY

Was the activity worthwhile?	No	Little	Yes	A lot
Has the activity helped you to develop as a person?	No	Little	Yes	A lot
<p>To which extent have you met the CAS learning outcomes? Please tick the appropriate box for each of them:</p>				
<input type="radio"/> <i>I increased my awareness of my strengths and areas for growth</i>	No	Little	Yes	A lot
<input type="radio"/> <i>I have undertaken new challenges</i>	No	Little	Yes	A lot
<input type="radio"/> <i>I planned and initiated activities</i>	No	Little	Yes	A lot
<input type="radio"/> <i>I worked collaboratively with others</i>	No	Little	Yes	A lot
<input type="radio"/> <i>I showed perseverance and commitment</i>	No	Little	Yes	A lot
<input type="radio"/> <i>I was engaged with issues of global importance</i>	No	Little	Yes	A lot
<input type="radio"/> <i>I considered the ethical implications of my actions</i>	No	Little	Yes	A lot

Please describe below, providing relevant examples:

- How you worked collaboratively with others
- When and how you showed perseverance and commitment
- Which new skills you have developed
- What you would do differently if you engaged in a similar project now
- Which new challenges would you now want to consider as a consequence of your participating in this activity

•

Comprehensive List of CAS Activities



Activity Name	Date(s)	Appx # of hours	C	A	S	Notes
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
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16.						
17.						
18.						
19.						
20.						

CAS COORDINATOR'S EVALUATION NOTES

Below is a sample of the form the CAS Coordinator will use to assess your progress and completion of the CAS requirement of the IB Diploma Programme.

Name of student:

Event	Date	Signature	Comments
Student has declared an acceptable plan for CAS activities			
First consultation between CAS coord. and student			
Second consultation between CAS coord. and student			
Student has submitted reflective work			
Third consultation between CAS coord. and student			
Student has submitted final reflection			
Student has submitted evidence that learning outcomes are met			

There is evidence that _____ has:

Learning outcome	Achieved?	Nature/location of evidence (for example, weblog [date], journal [pagexx], progress form [date])
Increased their awareness of their own strengths and areas for growth		
Undertaken new challenges		
Planned and initiated activities		
Worked collaboratively with others		
Shown perseverance and commitment in their activities		
Engaged with issues of global importance		
Considered the ethical implications of their actions		

Describe how the student demonstrated the learning outcomes were met:

CAS Programme Completion Y <input type="checkbox"/> N <input type="checkbox"/>

Signed by the CAS Coordinator: _____ **Date:** _____